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ABSTRACT

A survey of 300 public school superintendents indicated that there is a struggle for control of federally funded teacher centers. The situation appears to have elements of an adversary relationship between teachers' organizations, school administrators, and school boards. The majority of the superintendents surveyed saw the federal teacher center program as another tactic to control of education at the local level. While their attitudes ranged from acceptance of the teacher center concept to strong rejection, the mode seemed to be a lack of conceptualization of the program and a resultant nonparticipation. External and internal competition for increasingly scarce revenue, lack of board support, released-time erosion of pupil-teacher instructional contact time, and problems related to collective bargaining seemed to be among their concerns. It is concluded that even if the federal stimulus of centers does not endure, it will have stimulated the centers movement and promoted the placement of more decision-making about inservice education in the hands of teachers. (JD)

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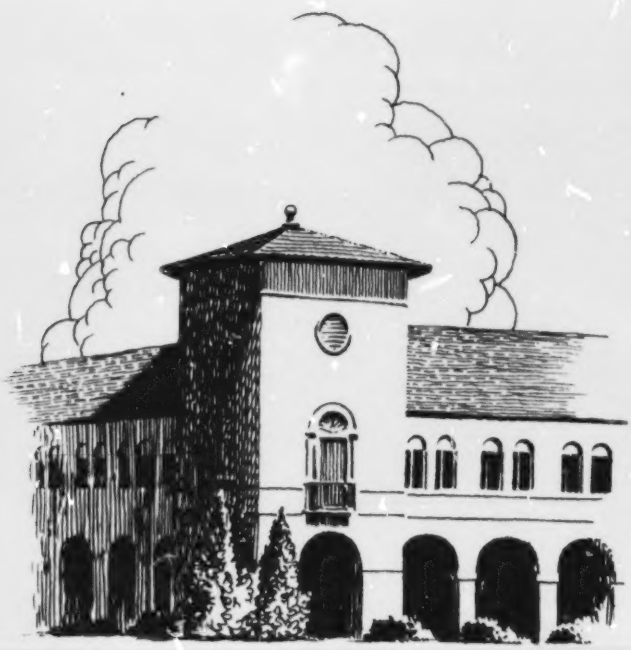

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IS THERE A FORTHCOMING PUSH FOR CONTROL OF TEACHERS' CENTERS?

by
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Research Report Volume 8, No. 3 July, 1978

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Introduction

The title of this report is the same as the topic assigned to the author as a presenter with Dr. Allen Schmieder, USOE, in a clinic at the 1978 AASA Summer Convention. Because Schmieder is a distinguished advocate of the federally-funded teachers' center program, to promote discussion this writer surveyed public school superintendents who would be involved with such centers.

A review of the literature, visits to teachers' centers, and conversations with selected superintendents, leaders in teachers' organizations, and Al Schmieder left this writer with a more positive outlook on the contributions of teachers' centers to American education than that of the superintendents in the survey reported here. Even if the federal stimulus does not endure, it will have powerfully stimulated the centers movement and promoted the placement of more decision-making about their inservice education in the hands of teachers.

The Literature

Independent and local education agency instructional resources and materials centers with inservice education and staff development programs existed in the U.S. prior to publication of many articles in the 1960s advocating the adaptation of the British teachers' centers model here (Rosner; Bailey; Julius; Schmieder and Yarger, November 1974). A few writers, however, felt that the transplantation couldn't be literal because of the different social and professional status of British teachers. Pilcher pointed out the inevitability of a redistribution of power similar to that which took place in Great Britain.

Schmieder and Yarger (Spring, 1974) pointed out that the diversity and number of teachers' centers in the U.S. precluded the necessity of importing a model. For details on their seven organizational types and four functional types, see their article in the special section of the Journal of Teacher Education (Spring, 1974) on teachers' centers. A more recent study of teachers' centers is reported in Bell and Peightel's Phi Delta Kappa Fastback "Teacher Centers and Inservice Education." A wealth of information on the new federally-funded teacher center program can be found in the articles (i.e., Lovett and Yarger) in Teacher Centers: [USOE] Commissioner's Report on the Education Professions, 1975-76 and also in the Commissioner's annual report for 1976-77 (soon to be released). Schmieder and Yarger (November, 1974) published a comprehensive study of U.S. teachers' centers with historical roots, a list of exemplary centers, and an excellent bibliography. An even more comprehensive bibliography can be found in the ERIC "Teacher Centers, March 1977" edited by Crum.

IS THERE A FORTHCOMING PUSH FOR CONTROL OF TEACHERS' CENTERS?

by

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(A paper presented in a clinic at the Summer Convention of the American Association of School Administrators' National Center for the Improvement of Learning, Minneapolis, MN, July 10, 1978.*)

The literature, personal experience, and a survey of 300 public school superintendents lead the author to believe that there is a push for control of teacher centers. As the title of this clinic suggests, the situation appears to have elements of an adversary relationship between teachers' organizations and school administrators and school boards. Lack of knowledge of teacher centering, a basic paranoia, and some real and unfounded fears on the part of superintendents and boards could contribute to the struggle. Further, that push appears to be but an important facet of much bigger game--the control of teacher education and educational policy- and decision-making.

THE SURVEY

To obtain some insight into how much public school superintendents know about teachers' centers (TCs) and how they view such centers in relation to inservice education in their district, the writer attempted to survey 300 superintendents. In order to assure that the subjects understood the term "Teachers' Center," an explanation was included (Appendix A). The superintendents were selected randomly (a two percent sample) from thirty-five states. (See Appendix B.) One hundred fifteen (38.3 percent) responded. Both the numerical data and summarized versions of their comments are reported in essentially the format of the survey instrument in Appendix C.

THE FINDINGS

Because of obvious limitations in the size of the sample, the degree of response, and the types of districts predominant in the responses, the author makes no claim that the findings are representative of the 11,000+ public school districts in the original AASA frame. However, they do appear to represent an important and vocal segment (See item 2 in Appendix C) of the districts more numerous (10,000 pupils or less) in the survey.

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*The author gratefully acknowledges the encouragement of Dr. Fenwick English to participate and the assistance of AASA in drawing the sample but wishes to emphasize that that support does not constitute an endorsement by AASA of the views presented in this paper.

Better than 76 percent of the districts operated schools including N/K 1-12 grade levels. The total pupil enrollment was 756,127, the mean was 6751, and the median of the number of districts responding fell within the 501-2500 range. The total number of teachers employed was 38,395, the mean 346, and the median district fell in the 29-140 interval.

Forty-five percent of the 112 superintendents responding stated that they had not read the regulations related to the federal teacher centers program. Fifteen percent of those indicated their school district had a representative working with a group to develop a proposal for a federal grant for a TC. Fifty-three percent had read the regulations governing the TC grants.

Approximately 76 percent of the districts had not made an application for a federal TC grant, and 52 percent of those did not plan to do so. Approximately 24 percent had entered a proposal for their district as follows: involving an area of the district, involving the whole district, or as a part of a multi-school-district consortium or various other types of consortias.

Only 41 percent of the districts were regarded by the superintendents as having their own instructional resources centers and inservice education programs that appear to be meeting the needs that might be met by the federal TCs.

One hundred of the 115 districts were not involved in a TC program utilizing other than their own district facilities and inservice programs. One program was financed by NEA and one by a union. Eight had programs financed by various combinations of sources, including intermediate or AEA programs, teacher funding, state and local cooperative programs, and universities.

Fifty-seven percent of the superintendents anticipated problems with the inherent legal responsibilities of the school board and superintendent in relation to the required control (governance) of the federally-funded TCs by an advisory board with teachers in the majority. Thirty-nine percent foresaw no problems. The apprehensions of the majority included a teacher-board struggle for control involving unions and the collective bargaining process, particularly in relation to released-time for teachers. They suggested that conflict could be avoided if the TC advisory board clearly understands that it has programmatic authority only or if TC issues could be handled apart from teacher-board negotiations.

However, when asked if they could foresee that programs or problems arising from implementation of federally-funded TCs might become items for collective bargaining, 44 percent said, "Yes," and 42 percent indicated uncertainty. Only 13 percent thought not. Those who foresaw TC programs as spawning bargaining items tended to feel that previous experience with state and federal programs supported their belief that such items would be inevitable.

Only 13 percent of the districts plan to provide physical facilities for a federally-funded TC if their proposals are funded. Another 17 percent plan to be involved in a federally-funded TC program but will provide no facilities. Approximately 69 percent do not plan to be involved in such a program. However, the few comments made indicated a certain flexibility in terms of the future.

A concern mentioned in responses to several survey items was released-time in regard to encroachment of pupil-teacher instructional contact. Fifty-two percent responded "NO" when asked: "If financial support were provided under a TC grant for released-time for teacher participation in TC activities, would you favor implementing such released-time in your system?" Of the 52 percent responding negatively, almost one-half emphasized that such participation should be during non-school hours. Among the 44 percent approving released-time, several superintendents commented that their district is now funding released-time for inservice education of teachers. An important concern of the respondents not supporting released-time was the probable erosion of instructional time.

Sixty-nine percent of the subjects did not foresee a reduction in the next year or two in their district's fiscal and physical facilities support of inservice and instructional resources. Thirty percent forecast a decrease, possibly arising from the inroads of taxpayer reluctance, inflation, and reduced state support resulting from declining enrollments. Some comments indicated current support through area or regional service center or intermediate district programs. The tenor of the few comments indicated a belief in the necessity of staff development and a need to increase support for it.

Approximately 68 percent opposed (41 percent) or accepted with apprehension (27 percent) the federal TC grant requirement that a majority of the TC advisory board be classroom teachers. Only 29 percent accepted the idea as logical. A few comments by the opposition regarded the requirement as related to bargaining and their belief that teachers do not consider realistically the fiscal impacts of their demands. They also regarded it as encroaching upon the freedom of choice involved in the teacher-board negotiations process. They felt that this provision tended to give teachers policy- and decision-making powers that should not be theirs. A few but pointed comments regarded that provision as union or teacher organizations-inspired to further control of education by those groups.

Almost 76 percent of the superintendents saw the support by teacher organizations (e.g., NEA and AFT) of the legislation that created the federal TC program as an outgrowth of a mounting struggle for control of inservice education for teachers. Only 21 percent did not. The attitude of the apprehensive respondents seemed to be, "After success in this encroachment on administrative policy- and decision-making, then control of certification and pre-service education!" Another question raised concerned how a profession not yet autonomous and not yet able to police itself could meet such responsibilities. The 21% who did not perceive a struggle for control felt that teachers should identify their inservice needs and that administrators should work cooperatively in doing so and in helping to meet those needs. They regarded the legislation as an increased and logical interest of teachers in having more involvement in decision-making.

Sixty-two percent of the respondents believed that there is no real need for the proposed federal TCs. When asked to consider the TCs in terms of competition with, duplication of, or parallels with provisions made by existing programs and institutions, only 36 percent saw a need. The proponents tended to feel that the need resulted from the small size of their district, unresponsiveness of colleges, and a professional obligation. Those lacking enthusiasm

for the TCs preferred the diversity and applicability resulting from local control, felt that there was too much state and federal control now.

Seventy-two percent of the subjects perceived the federal TC program as further intervention of the central government into local control of education. Approximately 24 percent did not. One of those who saw TCs as vehicles for federal intervention into local control raised the question of who obtained a "majority" of teachers to mandate the federal TC program. Several also saw TCs as another step toward allowing teachers to ignore the wishes of parents about education. Several felt that the intervention was a necessary evil. Those not regarding TCs as instruments of federal intervention felt that federal subsidy has become a necessity rather than an option. Education remains a state right, they feel, because participation is not imposed.

The respondents displayed a wide diversity when asked in which one of eight areas they felt a federally-funded TC program could contribute most to improving American education. Eighteen percent named "teacher training in re-thinking educational goals," and 16 percent listed "dissemination of research results." Approximately ten percent selected "inservice education," and another ten percent marked "upgrading curriculum or administrative practices." With nine percent each "pre-service education" and "research" came next. "Evaluation of current procedures" received eight percent of the votes. "Related functions, such as certification, etc." received only four percent. The comments tended to re-state the statements selected by the subjects, with the exception of some negative statements such as: "None of these choices." "TCs could improve inservice." "These are not areas for the federal government." "Opposed to the concept."

Forty-four percent of the superintendents said that they could not respond to the query concerning how they believed their school boards might feel about a proposal by the superintendent to implement a TC program because the superintendents felt that they themselves lacked an adequate conceptualization of what a TC is. The board would respond negatively 34 percent felt. Approximately 21 percent felt that the board would have an accepting attitude. Among those forecasting a negative response, several comments were made to the effect that board members were "educated idiots with no common sense." They felt, also, that the fear of loss of control would color the board members' attitudes.

Forty-four percent of the administrators felt that the major responsibility should reside with the school district to provide learning centers for in-service and pre-service teacher education, staff development, etc. Twelve percent felt that there shouldn't be such a program. Thirty-one percent of the 44 percent noted above felt that the responsibility should be met through a TC-type program operated by the district in cooperation with some federal program other than the TC program. Among the 44 percent several comments indicated that the district program should be in or with teacher-training institutions. Only two percent elected the federal TC program. Several comments made by the 12 percent rejecting the federal TC concept alluded to the inappropriateness of the British TC idea as a transplant into American education.

The open-ended item at the end of the survey (inviting comments on any aspects relative to TCs which were not accounted for in the survey) secured only 21 responses. Those responses are reproduced almost verbatim in Appendix C.

While no ideas not touched upon earlier in this report were included, the tenor and emphases--both negative and positive--might be of interest to the reader. Local control, the British teacher center program, and "union" intentions were topics of concern.

CONCLUSIONS

The data in this study are not presented as representative of U.S. school districts because of the limited size of the random sample, the low percentage of return, and the predominance of the responses by small-enrollment systems.

The majority of the superintendents surveyed saw the federal TC program as another tactic in the struggle for control of education at the local level. While their attitudes ranged from pleased acceptance of the TC concept to vehement rejection, the mode seemed to be a lack of conceptualization of the program and a resultant non-participation.

External and internal competition for increasingly scarce revenue, lack of board support, released-time erosion of pupil-teacher instructional contact time, and probable problems related to collective bargaining seemed to be among their concerns. Interestingly, the superintendents saw inservice education and staff development programs as essential. Those with such programs indicated a probable increase in their support for the next couple of years.

APPENDIX A

WHAT IS A TEACHERS' CENTER?

In the Federal Register, Vol. 43, No. 7 (Wednesday, January 11, 1978), Part IV; Teacher Center Programs: Grant Requirements, pp. 1762-1783, a regulation was issued under Title V-B and implements section 532 of the Higher Education Act of 1965 as enacted by section 153 of the Education Amendments of 1976, P.L. 94-482, 20 U.S.C. 119a (Catalogue of Federal Domestic Assistance Number: 13.416 Teacher Centers Program) and governs grants to local educational agencies to plan, establish, or operate teacher centers and to institutions of higher education to operate teacher centers. . .The purpose of teacher centers supported under the programs is to provide elementary and secondary school teachers with opportunities for training and curriculum development which meet their needs and enable them to serve better their students. Each teacher center is supervised by a teacher center policy board the majority of which is representative of elementary and secondary classroom teachers in the area to be served.

Section 532 (a) (2) of the Act defines "teacher center" as a site which serves teachers from public and nonpublic schools of a State, or an area or community within a State, in which teachers, with the assistance of such consultants and experts as may be necessary, may develop and produce curricula, utilize research findings, and provide training to improve the skills of teachers to enable the teachers to meet better the educational needs of their students.

A key innovative feature of the statute is its provision that each teacher center shall be operated under the supervision of a teacher center policy board, the majority of which is representative of elementary and secondary classroom teachers to be served by the center fairly reflecting the make-up of all school teachers, including special education and vocational education teachers. The statute also provides that the teacher center policy board shall include individuals representative of, or designated by, the school board of the local educational agency (LEA) served by the center, and at least one representative designated by the institutions of higher education (IHE) (with departments or schools of education) located in the area.

APPENDIX B

NUMBER OF SUBJECTS SELECTED RANDOMLY FROM EACH OF 35 SPECIFIED STATES

(Blanks after states indicate those not included in the frame.)

State	*Surveyed*	*Responded*	State	*Surveyed*	*Responded*
AL	3	1	MT		
AZ			NE	10	2
AR			NV		
CA	25	10	NH		
CO	5	2	NJ	14	4
CT			NM		
DE	1	0	NY	17	7
DC			NC	4	3
FL	2	1	ND		
GA	5	1	OH	17	7
HI	1	0	OK	17	7
ID			OR	8	3
IL	25	6	PA	14	4
IN	7	2	RI		
IA	10	6	SC		
KS	4	2	SD	3	2
KY	7	1	TN	4	1
LA	1	1	TX	26	11
ME			UT	1	1
MD	1	0	VT		
MA	5	1	VA	3	3
MI	13	8	WA	8	2
MN	11	5	WV		
MS	4	2	WI	11	4
MO	12	5	WY	1	0
			Totals:	300	115

APPENDIX C

A SURVEY OF U.S. SCHOOL DISTRICT SUPERINTENDENTS ON TEACHERS' CENTERS*

DIRECTIONS: For each of the numbered questionnaire items below please fill in the blanks (when provided) to the right of the question/item with the response number that represents your choice of the possible responses. On some of the items you are requested to respond verbally. On others space has been provided for verbal responses additionally (if you feel moved to do). (TC below refers to Teacher Centers.)

N = 115 (38.3%) of 300 subjects surveyed.

1. What grade levels are included in your school district?

NR = 1 (.9%)

R	%	
0	0	1. Early childhood (N and/or K).
1	.9	2. Elementary (1-6).
1	.9	3. Middle school/junior high (5-8).
0	0	4. High School (9- or 10-12).
4	3.5	5. Junior college (13-14).
3	2.6	6. All of the above.
1	.9	7. All of the above except no. 1.
87	75.7	8. All of the above except no. 5.
17	14.8	9. A combination other than those listed above. (Please explain: _____)

Eighty-seven (76.3%) of the 114 respondents indicated that their school districts included grades 1-12. Only four of those had no kindergartens. A combination of grade organizational levels not among the choices offered was K-8; it was added 17 times (14.8%).

2. thru 7. Approximately how many students are enrolled in your school district system?

___ ___ ___ ___ ___ ___
2. 3. 4. 5. 6. 7.

NR = 3(2.6%) Mean = 6,751 Total = 756,127
Median--within 501-2500 interval.

R	%	Range of enrollment
26	22.6	1 - 500
43	37.4	501 - 2500
29	25.2	2501 - 10000
5	4.3	10001 - 25000
6	5.2	25001 - 50000
3	2.6	50000+

*See attached Appendix A ("What Is a Teachers' Center?") for definitions.

8. thru 12. How many teachers does your school district employ?

8. ___ 9. ___, ___ 10. ___ 11. ___ 12. ___

NR = 4(3.5%) Mean = 346 Total = 38,395

Median--within the 29-140 interval.

R	%	Range of teachers employed
21	18.3	1 - 28
48	41.7	29 - 140
29	25.2	141 - 555
5	4.3	556 - 1389
6	5.2	1390 - 2778
2	1.7	2779+

13. Have you read previously regulations related to the federal grant program for TCs? (See attached "What Is a Teachers' Center?")

NR = 3(2.6%)

R	%	
61	53.0	1. Yes
17	14.8	2. No, but my school district has a representative working with a group that is considering the making of a grant proposal next year.
34	29.6	3. No, I am not familiar with the program.

14. Did your school district make an application (in combination with teacher groups and an institution of higher learning) for a federal Teachers' Center grant?

NR = 1 (.9%) No = 87 (75.7%) Yes = 27 (23.4%)

R	%	
60	52.2	1. No--and does not plan to do so.
27	23.5	2. No--but may do so in the next year or two.
2	1.7	3. Yes--for an area within our school district.
3	2.6	4. Yes--for our school district.
19	16.5	5. Yes--as part of a consortium for several school districts.
1	.9	6. Yes--as part of a consortium involving our school district and other types of non-school organizations.
2	1.7	7. Other (Please explain: _____)

Comments*: New administrator in district. . .Were told there was no use. . . State has 4 centers. . . Not close to a commitment. . . An LEA within our boundary did.

15. Does your school system have its own instructional resources center and in-service education program that appear to you to be meeting the needs encompassed by the federal T.C. programs?

NR = 1 (.9%) Yes = 47 (40.9%) No = 67 (58.3%)

Comments:

YES: More could be done. . . TCs may do the tasks better. . . Limited.

NO: Am not familiar with the program. . . Programs available through AEA. . . Need to do a lot of work in this area. . . Not to extent necessary for the system.

*Where Comments are reported, for brevity they have been categorized or abridged.

16. Are the teachers in your school district involved in a TC-type program other than your own district instructional resources center or your own system's inservice education program?
NR = 5 (4.3%) Yes = 2 (1.7%) No = 100 (87.0%)

R	%	
100	87.0	1. No
1	.9	2. Yes--A non-federal program funded by foundation money.
0	0 0	3. Yes--A program financed by a union.
1	.9	4. Yes--A program financed by a professional education organization (i.e., NEA).
8	7.0	5. Yes--A combination of funding sources. (Explain, please: _____.)

Comments: Intermediate unit programs. . . Graduate courses--State Education Information Centers. . . Senate Bill 8--Teachers' Centers Inservice Workshops. . . State and LEA. . . System funding in cooperation with Ohio School Study Council. . . Consortium--federal grant, university, and teachers' union. . . Union has curriculum grant from NEA. . . Staff development through AEA. . . Private foundation, system funds, and teachers' contribution.

17. Do you foresee any problems arising from the inherent legal responsibilities of the school board and the superintendent with the required control (govenance) of the federally-funded TCs by an advisory board with teachers in the majority?
NR = 4 (3.5%)

R	%	
45	39.1	1. No.
66	57.4	2. Yes (Comment?_____)

Comments: Obviously. . . A number will arise. . .All federal money has "strings". . . Always problems with federally funded programs. . . Possible geographic, political favoritism. . . State statute limits this. . . A "control" fight. . . Teacher control of education. . . Control should be with district. . . Teacher-board understands that it has programmatic authority only. . . Master contract-negotiations problems. . . TC issues will have to be handled apart from collective bargaining process. . . Total union control of inservice. . . Union problems. . . Teachers' union emphasis produces negative results. . . Need for released time.

18. Do you foresee that programs or problems arising from the implementation of federally-funded TCs will become items for teachers' bargaining agencies/ school board negotiations?
NR = 1 (.9%)

R	%	
15	13.0	1. No.
48	41.7	2. I am uncertain.
51	44.0	3. Yes. (Please comment:_____)

Comments: Soon. . . Indirectly. . . Natural extension. . . Expanded scope. . . Already has. . . Too much now. . . Other state legislation has proved this to be true. . . The state education agency sees everything as negotiable. . . One more item for negotiation. . . One more item involving encroachment on teaching time. . . Need for released time. . . Further erosion of school control. . . Should not. . . TC issues must be handled apart from collective bargaining.

19. Does your school district plan to provide the physical facilities for a federally-funded TC?
NR = 2 (1.7%)

R	%	
15	13.0	1. Yes
79	68.7	2. No--We do not plan to be involved in the program.
19	16.5	3. No--We plan to be involved in that program but have no facilities that we can provide.

Comments: Don't know yet. . . Maybe. . . If asked. . . If we apply. . . If facilities become available in future.

20. If financial support were provided under a TC grant for released-time for teacher participation in TC activities, would you favor implementing such released-time in your system?
NR = 2 (1.7%) Yes = 51 (44.3%) No = 60 (52.2%)

R	%	
51	44.3	1. Yes.
31	27.0	2. No.
29	25.2	3. No, they should participate during non-school hours.

Comments: We fund released-time now. . . If no academic loss to pupils results from erosion of contact hours. . . How much time?

21. Do you foresee a reduction in the next year or two in your system's current fiscal and physical support of inservice and instructional resources?
NR = 1 (.9%)

R	%	
35	30.4	1. Yes
79	68.7	2. No.

Comment : No--AEA helps district with inservice needs. . . Will increase funding for inservice. . . Can't, necessary for staff development. Yes--Inflation and salaries taking an ever greater share of available dollars. . . Less money available (Proposition 13, taxpayers' mood, reduction in state funds because of declining enrollments).

22. How do you feel about the federal TC grant requirement that a majority of the TC Advisory Board be classroom teachers?
NR = 4 (3.5%)

R	%	
47	40.9	1. Oppose the idea.
33	28.7	2. Accept the idea as logical.
31	27.0	3. Accept the idea--but with some apprehension. (Please explain: _____)

Comments:
1. Another area the feds shouldn't be in. . . A bargaining problem in Michigan. . . Teachers do not consider fiscal impact. . . Legislating control is contrary to open negotiations and human relations.
2. None.
3. With resignation--may imply adversary relationship. . .Teachers shouldn't be administrators or make policy. . . Results in union domination. . . Front for union activities. . . Union teachers forget purpose of TC Advisory Board. . . Teachers say, "What's in it for me?"

23. Do you see the professional organizations' support of the legislation that created the federal TC program as an out-growth of a mounting struggle for control of teacher inservice education?
NR = 3 (2.6%)

R	%	
87	75.7	1. Yes.
24	20.9	2. No.

Comments:
No: Not yet. Hope we can still have some freedom of choice. . . It does indicate teachers are seeking more voice in inservice. . . Teachers should identify their inservice needs. . . Administrators should work cooperatively to meet inservice needs.
Yes: Probably, but I don't see a conspiracy. . . Definitely. . . Control, period!. . . Teachers are interested in more involvement in decision-making. . . NEA policy is for teachers to acquire decision and policy-making from boards and administrators. . . After this, then control of pre-service and certification!. . . We are not yet an autonomous profession and have not policed ourselves.

24. When you consider the proposed federal TCs Program in terms of competition with, duplication of, or parallels with provesions made by existing programs and institutions, do you believe that there is a real need for such federal TCs?
NR = 3 (2.6%)

R	%	
41	35.7	1. Yes.
71	61.7	2. No.

Comments:
Yes: Most school districts cannot afford quantity and quality of services found in TC program. . . Our present program is so limited that any help would be an improvement. . . As a total profession. . . Colleges too slow. . . Other professions provide their own.
Maybe: Uncertain. . . Some reservations.
No: Not in our size of district. . . Leave it to local control. . . Local programs are better. . . Too much federal and state control now--Too many guidelines now. . . Not needed in this area. . .Federal dollars needed but not federal control. . . Should be left to states. . . Scarce dollars require careful allocation.

25. Do you perceive the federal TC program as a further intervention of the central government into local control of education?
NR = 5 (4.3%)

R	%	
83	72.2	1. Yes.
27	23.5	2. No.

Comments:
Yes: Of course! . . . Who got a "majority" of teachers as a mandate for this. . . Yes, but necessary at times.
No: Federal subsidy of education has become a necessity rather than an option. . . TCs not imposed--can choose not to participate. . . So long as education is a state right. . . Rather, appears another step toward allowing teachers to ignore wishes of parents in education.

26. Indicate the one area in which you think that a federal TC program could contribute most to improving American education.
NR = 9 (7.8%)
Teacher Education:

R	%	
28	24.3	1. Inservice education
10	8.7	2. Pre-service education.
4	3.5	3. Related functions, such as certification, etc.
42	36.5	

Local Educational Renewal:

21	18.3	4. Teacher training in re-thinking educational goals.
9	7.8	5. Evaluation of current procedures.
11	9.6	6. Upgrading curriculum or administrative practices.
41	35.7	

Education Research and Development:

10	8.7	7. Research.
18	15.7	8. Dissemination of research results.
28	24.4	

Comments: The comments tended to re-state the choices marked above--with the exception of negative comments, as follows:
1. TC programs could improve inservice. . .
2. Federal government should stay out period!. . .
8. Totally opposed to the concept.
General: Our ALC does these. . .None of above--TCs don't contribute. . . None when control mandated.

27. What do you believe that most of your school district board members would feel about a proposal by you to implement a TC program?
NR = 2 (1.7%)

R	%	
24	20.9	1. Accepting.
50	43.5	2. Undecided because of inadequate conceptualization of what TC is.
39	33.9	3. Negative

Comments:
1. Most accepting--one vehemently opposed.
2. Would accept if could be shown value. . .Need to update board members! . . . Concern about control factor.
3. Fear of control a factor. . . They'd negotiate, and majority would control. . . Educated idiots with no common sense.

28. Where should the major responsibility reside in providing learning centers for inservice and pre-service teacher education, staff development, etc.?
NR = 3 (2.6%)

R	%	
51	44.3	1. With the school district.
2	1.7	2. With a federal TC program.
9	7.8	3. With a TC-type program not financed or operated by the district or a federal program (some other agency or agencies).
36	31.3	4. A combination of two or all 3 from 1 to 3 above.
14	12.2	5. There shouldn't be such a program.

28. (cont'd)
Comments:
1. If districts could affort it. . . In or with our teacher-training colleges.
3. Small size of many districts prohibits local program and suggests local universities.
4. Depends on particular needs.
5. Our system is not same as Britain's. . . More paperwork--more trouble. . . State and local education agencies should handle it.

29. Please offer comments on any aspect(s) relative to TCs which you feel were not covered above.

Teachers have problems with being realistic in their needs. Teachers want to teach too much fun and games instead of basic skills and drill. Federal programs have us dehydrated, financially as well as physically.

The importance of a TC-type program cannot be overemphasized in a small, rural district like ours that has no 4-year institutions. More can be done more efficiently and cost-effectively by regionalizing inservice programs than by each local district working on its own.

We should realize by now that just becasue something works well "over there" is no reason to expect that it should here. The British idea is/ was different in many aspects from that proposed in TC legislation. The chances are very great that we are again wasting a good number of ever harder to get dollars. Wonder when we will learn?

Because of uncertainties we have applied for a planning grant of around $25,000.

We need TC's but federal or state control is a concern. Money and resources needed--but locally developed and controlled.

We feel that in-service training is not a major problem. Most of ours is through the area education agency. There are 46 schools in this area agency. They help with many programs and services besides inservice.

I feel that TC's represent federal funding of the union movement in this country, and I am opposed to the whole concept. I as Superintendent would have no control over what my staff would be doing.

We have applied for a TC program (along with our neighboring district). I think it will be a great advantage to the teachers in meeting curriculum needs.

Too much federal control of education now. . . We have had enough of the generous hand of the federal government along with their heavy hand of voluminous regulations. . . Too many guidelines often become a rubber stamp for programs which may not fit local needs.

Should be the responsibility of state and board agencies that govern public education.

TC appears workable, but Board of Education must be in control!

There needs to be some provision made to allow for parent input in the programmatic aspect of a teacher center, either receiving training themselves or suggesting specific training they think would help teachers do a better job with their children.

The need for effective opportunities for teachers and staff to improve their skills, to learn the best teaching procedures and strategies known, to help develop research areas, improve curriculum, etc. is very, very important. If TC's became the "battle ground" for "control" of the schools (which is already indicated), the centers will fail.

TC--good concept--design needs a lot of work--Must have no federal control. State education agencies should serve as agents. Wish I knew more.

Good idea--"grass roots" involvement, planning, and implementation is extremely necessary for its success.

I believe the need for increased teacher inservice is a must with declining staff numbers. We are employing fewer new teachers. We must provide up-to-date inservice for not only the teachers but all staff, including administrators and support personnel.

Is the TC idea from NEA, or does it start with grassroots level?

I feel it is a deceptive way to take over local control from board and people. Teachers and teachers' unions would eventually control local education. They have a lot of control now.

Unions and liberals have promoted all the good things at the expense of employers. As employers themselves they have rejected the expense of the good things for others by enacting Proposition 13 in California. Perhaps people are saying at the polls they want more dedication for and by teachers and that negotiations do not promise this. Therefore, if a teacher center is all involved with teacher unions and negotations, it will fail. Our experience indicates that payment for subs so teachers can attend training sessions detracts from the service to kids. I am surprised at the power struggle of unions in the teacher center movement; that is indicated in this questionnaire.

I just feel that our Educational Services Centers do a good job [here]. When the local district loses control of the general type of education desired, you go to military or government control of teaching. Too easy to brainwash a young mind.

Not enough attention is given to preparing the teacher for a realistic approach to education (reports, etc.).

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